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AUTHOR Shoff, Phil
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ABSTRACT

This program was written as a response to a need expressed by counselors and teachers for increased career awareness on the part of students who enter high schools and to provide a vehicle to link existing junior and senior high school programs. The program is designed to expose students to the characteristics of a variety of jobs; to examine the relationship between education and careers; to integrate these job characteristics with students' interests and aptitudes; and to share information regarding students' interests with the high school career counselor. The program is activity-oriented, requiring direct student involvement. There are seven activities in the program, six of which may be completed in as little as 15 minutes. Each activity plan contains the purpose, materials, time, and procedure for carrying it out. Materials suitable for duplication for student use are included in the activity plans. Topics covered in the seven activities are the following: learning about jobs; recognizing job characteristics; identification of personal experience, interest, and ability; relationship of personal skills and jobs; discovering the career path; career activities summary; and career guidance technician visit. (KC)

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Career Activities Report

A Career Unit to help junior high or senior high students think about their high school courses.

by Phil Shoff

for the San Mateo County Office of Education's

CAREER EDUCATION ARTICULATION PROJECT

Vocational Education Special Projects

Joe Cooney, Director

September 1981

U.S. DEPARTMENT OF EDUCATION
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A joint project of the Vocational Education and
Educational Support and Planning Divisions

CAREER PREPARATION PROGRAMS
Emily Glines, Administrator
CURRICULAR/PUPIL PERSONNEL SERVICES PROGRAM
I. Thomas Quinn, Director
CAREER EDUCATION ARTICULATION PROJECT
Joe Cooney

Introduction

This program was written as a response to a need expressed by counselors and teachers for increased career awareness of students entering the high schools and to provide a vehicle to link (and give added continuity to) the existing junior and senior high school programs. Its purpose is fourfold: first, to expose students to the characteristics of a variety of jobs; second, to examine the relationship between education and careers; third, to integrate the above with the students' own interests, aptitudes, values and experience; and fourth, to share information regarding students' interests, etc. with the senior high school career counselor. The presentation of information in this program is almost exclusively activity oriented; direct student involvement is necessary for the completion of each exercise. This format, therefore, provides for a minimum of teacher preparation and lecture.

There are seven activities included in this program, six of which may be completed in as little as 15 minutes. Each activity plan contains the Purpose, Materials, Time and Procedure for the activity. Recognizing that schools vary greatly in the time each chooses to spend on the development of career awareness, this program can either be used independently or combined, as supplementary material, with an existing course.

It is hoped, then, that this program will result in increased student career awareness while being an important part of the articulation process between junior and senior high schools.

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"But What Do You Do?"

#1 Learning About Jobs

Interviewing Workers You Know

Purpose

a. To expose students to a wide variety of questions related to jobs/careers.

b. To have students hear someone talk about his/her own job in response to specific questions about job characteristics.

c. To provide a means through which students can begin a dialogue with someone about careers.

Materials

"Job Research Questionnaire"

Time

a. Assigned as "homework" - will vary for each student.

b. Allow at least 10 minutes for classroom discussion.

Procedure

a. Provide students with the list of possible interview questions; or

b. Ask students, as a group, to create a list of interview questions.

c. Ask students to interview someone who has been working for at least 5 years.

d. Ask students to record the answers so that they might be shared with the class. (This can serve as a written homework assignment, but does not have to be used as such.)

e. Discuss with the class the varieties of answers to the questions. Note any patterns which seem to emerge.

Optional Activities

a. Allow students to interview the classroom teacher.

b. Compile the results of the interview in a chart or graph.

c. Compare these results to statewide or national surveys.

JOB RESEARCH QUESTIONNAIRE

These are some questions you can ask during your informational interview.

1. How did you get into this type of work?

2. How old were you when you decided on this type of work?

3. What was the special training involved in this line of work?

4. What experience, other than school training, helped prepare you for this job?

5. What things that you do on your job do you like best?

6. What satisfaction do you get from your job besides the pay?

7. What are the duties of your job?

8. If your job should become obsolete, what other types of work could you get without any special training?

9. Is there a chance for advancement in your occupation?

10. Which of the following qualities are most important for success in your occupation - talent, personality or knowledge?

11. How many people do you come into contact with daily?

12. What kind of people do you meet in this type of work?

13. Do you think automation will affect your job?

14. What are the main disadvantages of this occupation?

15. What would you change in your job if you could?

16. Are there any extra demands on your time outside the regular working hours?

17. Do you think the pay is fair?

18. What is the starting salary?

19. How long does it take to advance?

20. What special 'fringe benefits' (pensions, medical, etc.) are there?

21. If you had a second chance, what field of work would you choose?

22. What advice would you give a young person entering this occupation?

23. Do you think much about your job after you've left work?

24. Are there any other jobs you would prefer to have?

"What's My Line"

#2 Recognizing Job Characteristics

Purpose

a. To provide a fun, non-threatening introduction to the concept of identifiable job characteristics.

b. To suggest that job characteristics include such aspects as: pay, hours, the work environment, specific skills, personal qualifications, and education and/or training.

Materials

a. Five job summaries (pp 6-10) or

b. Any publication which has information on the characteristics of specific careers or jobs.

Time

a. Allow at least 7 minutes for the solution of each career/job.

b. Allow at least 5 minutes for summarizing the process of career identification.

Procedure

a. Introduce this as a game or contest to see who can be the first to identify the chosen career/job or the general career group.

b. List the job characteristics, duties, work conditions, personal qualifications, education/training, earnings/hours, and outlook on the chalkboard. Explain that these are categories that might be helpful to students to identify careers.

c. Select a student to represent the career/job. Give the student the career summary to aid in the answering of questions.

d. All questions must be answerable by "yes" or "no".

e. The teacher should be the Moderator and clarify questions or unknown answers. Stimulate students' questions by indicating categories of job characteristics which have not been used. Hints should be given if questioning slows down.

The teacher should encourage the student to examine the questions and job characteristics which seem to yield the most important information.

f. When all jobs have been determined, the game is over.

The teacher should summarize at game's end the concept of a career or job having many different characteristics which distinguish it from most other types of work.

CLINICAL PSYCHOLOGIST

(Mental Health Profession)

DUTIES	WORK CONDITIONS	PERSONAL QUALIFICATIONS	EDUCATION - TRAINING	EARNINGS - HOURS	OUTLOOK
- diagnose, treat, prevent mental illness, emotional problems and personality disorders. - counseling/ therapy with individuals or groups through techniques of interviewing, testing or observing. - meet with clients and/or families once or twice a week. - prepare reports evaluating the effectiveness of their treatments. - may research the causes of mental illness, or teach work with technical publications or administer programs.	- employed by private or government health facilities such as hospitals, mental health clinics, prisons, colleges and universities. - some work in private practice. - usually working conditions are good. - private offices, laboratories or classrooms. - work with people of varying ages, personalities, economic and social backgrounds. - spend some time reading professional journals. - some travel to conferences and seminars.	- high academic or scholastic interest. - sincere interest in growth and development of other people. - relate well to others. - express self clearly. - good judgment. - tact. - tolerance. - patience. - understanding of human nature.	- PhD degree in psychology includes: .4 years after bachelor's degree .academic course work .internship .original research study. - focus on social, biological and physical sciences, English and math. - admission to graduate schools is highly competitive	- vary considerably based on experience and geographical location of employment. - $16,000 - $22,000 to start. - $45,000+ after several years experience. - 35-40 hrs/wk --may include one or two evenings per week.	- dependent often on government funding. - at present, competition for jobs is high. - uncertain future.

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PROBATION OFFICER
(Public Service)

DUTIES	WORK CONDITIONS	PERSONAL QUALIFICATIONS	EDUCATION - TRAINING	EARNINGS - HOURS	OUTLOOK
- supervise, guide and counsel criminal offenders who are placed on probation. - study offenders' background and conditions of offense. - with offender, develop goals, help improve family relations, establish suitabilities with the community. - help offender find lodging, employment and social contacts. - monitor compliance of probation. - maintain case records. - attend staff meetings to discuss related issues.	- employed by city, county, state or federal agency or court. - work with all types of juveniles or adults. - much time in homes, places of employment, court. - many times in high crime areas. - sometimes probation officers hold police officer status	- sincere interest in welfare of individuals and society. - above average intelligence. - emotional maturity. - good judgment. - integrity. - ability to establish good interpersonal relationships.	- usually a bachelor's degree in criminal justice or one of the social sciences. - sometimes a graduate degree in criminal justice or criminology. - experience in counseling/ treatment/ supervision of clients.	- depends on size and location of employing organization (as well as employees' educational background and experience.) - $8,000 - $14,000 per year. - may increase up to $25,000 per year. - top administrative positions in the federal government earn $35,000/yr.	- appear to be a moderate number of new openings. - more places are seeking people with college degrees and experience.

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NUTRITIONIST

(Public Service/General Health Profession)

DUTIES	WORK CONDITIONS	PERSONAL QUALIFICATIONS	EDUCATION - TRAINING	EARNINGS - HOURS	OUTLOOK
- maintain or improve the public health. - collect, analyze, interpret relevant information. - apply this information to planning programs. - inform the public on foods' effect on health. - teach basic food sciences in hospitals, colleges and universities. - plan and develop educational materials - also work for food manufacturers to promote food products.	- generally good conditions. - usually pleasant, modern and well equipped. - most time in clinics, community centers and private homes. - often travel. - frequent contact with the general public. - teachers work in classrooms and usually have individual offices.	- above average academic ability --especially in physical and biological sciences. - interest in foods and nutrition. - alert, well-organized, dependable. - able to work with others. - good communication skills.	- bachelor's degree in food science or nutrition or home economics. - maybe an internship required. - masters degree is minimum requirement for a government job.	- from $12,000 - $14,000/year for beginning. - up to $25,000 or more. - usually a 5-day, 40 hr. week. - possible part-time positions.	- looks favorable due to rising food costs and need for better food management programs.

TRAVEL AGENT

(Transportation Services)

DUTIES	WORK CONDITIONS	PERSONAL QUALIFICATIONS	EDUCATION - TRAINING	EARNINGS - HOURS	OUTLOOK
- aid customers in arranging travel and accommodations for individuals or groups - for vacation or business. - know all transportation schedules. - make reservations. - write tickets. - bill and collect payments. - research information on restaurants, special events, and places of interest. - inform customers of any legal or health requirements of travel. - use computers to gather information and make clients' reserva-	- usually pleasant, comfortable surroundings. - work directly with individuals. - may have to work under pressure. - travel may be required.	- pleasant personality - thorough - conscientious - courteous - self-confident - travel experience - business and some mathematical aptitude	- high school diploma including: .English .social studies .public speaking .typing .bookkeeping .foreign language - more and more businesses want someone with some college training: .office management .advertising .sales .foreign languages - usually on-the-job training	- depends on experience and responsibilities and size and location of place of work. - from as low as $100-$150/wk as a beginner to $170-$300/week as an agent. - may be paid on salary, commission or combination of both. - can earn as much as $30,000/year. - 40-44 hrs/wk and some Saturdays and overtime	- continues to be favorable but with greater competition.

AUTOMOTIVE BRAKE SPECIALIST
(Transportation Services)

DUTIES	WORK CONDITIONS	PERSONAL QUALIFICATIONS	EDUCATION - TRAINING	EARNINGS - HOURS	OUTLOOK
- inspect, service, adjust, overhaul brake systems on autos, trucks, buses, vans, etc. - must know all functions of mechanical, hydraulic and power brakes. - skilled in use of measuring instruments, hand and power tools and machining equipment. - diagnose and repair brake problems.	- usually well lighted, ventilated, adequately stocked with equipment and supplies. - sometimes crowded. - a lot of physical work like lifting, bending, reaching, stooping. - handle greasy parts. - subject to cuts and stains.	- interest and aptitude in mechanics - average physical strength - manual dexterity - normal eyesight and hearing - full use of hands, arms and legs - dependable - thorough - patient - accurate - follow instructions - get along well with others	- prefer high school graduates with courses in auto mechanics, math, mechanical drawing. - on-the-job training with supervisor. - takes about 2 years to become a specialist. - some employees are chosen to attend factory training centers	- trainees earn between $200 - $230/wk. - experienced specialists can earn between $250 to $350/wk. - 40 hour weeks are normal but some overtime is not unusual.	- expected to be good through the 1980's.

"What About Me?"

#3 Identification of Personal Experience, Interest and Ability

Purpose

a. To have students examine themselves in a number of areas which relate to job characteristics and careers.

b. To introduce the concept that these types of skills are transferable to jobs and careers.

Materials

"Skills Survey"

Time

a. Can be done at home, therefore taking no classroom time.

b. Allow at least 15 minutes for the completion of the survey.

Procedure

a. Have the students complete the survey. Remind students that they may answer "yes" to wanting to do an activity in the future even though they have never done it.

b. Review the surveys with the class.

Have them look at each lettered category and assess their own interests and abilities. The student should review the survey and indicate with a star those categories to which he/she responded "yes" most often.

c. Suggest to students that the starred categories are ones that the student apparently has the most interest in. Indicate that even though a student may not feel competent at this time at something he/she enjoys, the years in high school will provide many opportunities for learning and practicing, thereby allowing the student to become more competent.

d. Indicate that these categories represent skills which are transferable to jobs. Activity #4 "Job Skills I Have" will help students to understand this concept.

e. Other possible activities:

(1) Have the students generate other activities which would be descriptive of each lettered category. (For example, under the category "using the whole body", other activities include sailing a boat and growing a garden).

(2) Have students share some of the starred categories.

(3) Have student find someone most like them.

SKILLS SURVEY

Directions:

Respond to activities 1 - 52 with a "Y" for yes, "N" for no, or "U" for undecided.

	Have you done this?	Would you like to do this in the future?
A. USING HANDS:		
1. fixed a bike (car)		
2. built a model		
3. typed		
4. drew a picture		
5. played a musical instrument		
B. USING WHOLE BODY:		
6. played a sport		
7. did yard work		
8. went camping or fishing		
C. USING MIND:		
9. figured out how something works		
10. used math		
11. learned how to do something		
12. cooked from a recipe		
D. USING CREATIVITY:		
13. wrote a poem or story		
14. invented a new way of doing something		
15. designed scenery for a play		
16. coordinated a new clothes outfit		
E. USING ARTISTIC ABILITIES		
17. painted a picture		
18. wrote a song		
19. made up a dance		
20. took photographs		
21. decorated a room		

SKILLS SURVEY

Directions:

Respond to activities 1 - 52 with a "Y" for yes, "N" for no, or "U" for undecided.

	Have you done this?	Would you like to do this in the future?
F. USING WORDS		
22. read (newspaper/books)		
23. debated		
24. spoke another language		
25. taught someone to do something		
26. gave a talk/speech		
G. USING HELPING SKILLS		
27. cared for pets		
28. took care of another person		
29. helped someone with a problem		
30. did a favor for someone		
31. gave first aid		
H. USING PERSUASION		
32. sold something to someone		
33. won an argument		
34. helped get someone elected		
35. changed someone's mind		
I. USING LEADERSHIP SKILLS		
36. started a group/club/organization		
37. won an election		
38. stood up for someone (in a fight)		
39. organized activities (school, team, church)		
J. USING PERFORMING SKILLS		
40. acted in a play		
41. sang in a group or played in a band		
42. made people laugh		

SKILLS SURVEY

Directions:

Respond to activities 1 - 52 with a "Y" for yes, "N" for no, or "U" for undecided.

	Have you done this?	Would you like to do this in the future?
K. USING SENSES		
43. tried to find mistakes in something		
44. cooked something		
45. read maps		
L. USING NUMBER SKILLS		
46. used a calculator		
47. memorized numbers		
48. kept a bank account		
49. did math in your head		
M. USING FOLLOW-THROUGH		
50. kept to a schedule		
51. followed someone's directions exactly		
52. sorted things into different categories		

"Job Skills I Have"

#4 Relationship of Personal Skills and Jobs

Purpose

a. To reinforce the "Personal Experience, Interest and Ability Survey".

b. To have students identify personal skills about which they feel good.

c. To have students associate skills with particular jobs.

Materials

"Job Skills I Have"

Time

a. Can be done as homework.

b. Allow at least 10 minutes for completion of inventory.

c. Allow at least 5 minutes for class discussion.

Procedure

a. Have students complete inventory.

b. Arbitrarily select a few of the skills from Column 1 and ask students to share the jobs with which they associated the skills (either from those provided or those created).

c. Suggest that students look for a pattern in the types of skills and/or jobs they have selected.

d. Suggest further that if there is a pattern there may be more jobs/careers within that pattern about which the student could find information.

JOB SKILLS I HAVE

1. Underline at least six things in this column you are good at doing:

drawing
growing plants
managing other people's work
reading
cooking
speaking
typing
measuring
arranging meetings or appointments
asking others for information
using machines
working outside
writing stories, articles or reports
talking to the public
fixing things
building things
keeping records
listening
serving food
planning meetings or parties
printing by hand or press
teaching
using tools
designing
selling
providing a service for others
putting things together
driving
making things look nice
doing math
taking care of others

2. Draw a line from the skills you underlined in column 1 to jobs that use those skills:

police officer
computer programmer
fire fighter
keypunch operator
department store salesclerk
painter
salesperson (cars; door-to-door)
nurse
waiter
meter reader
shipping clerk
machinist
secretary
appliance repairer
telephone operator
auto mechanic
truck driver
dental assistant
typist
electrician
welder
file clerk
carpenter
receptionist
cashier
plumber
farmer or rancher
bus driver
draftsman
bookkeeper
flight attendant
barber; hair stylist
custodian
letter carrier
housekeeper
baker
teacher
bank clerk or teller
teacher's aide
librarian
printer
doctor
construction worker
taxi driver
machine tool operator
night watchman
nurse's aide

3. Can you think of other jobs in which you might be able to use your skills? Write them here:

Skills	Jobs

"How Do I Get Where I'm Going?"

#5 Discovering the Career Path

Purpose

a. To introduce the concept that some careers require a specific "route" in order to enter them.

b. To expose students to the variety of optional "routes" available to them.

c. To introduce students to the concepts of on-the-job training, apprenticeship, vocational training classes as well as technical schools, colleges and universities.

d. To demonstrate to students that the selection of "routes" may, and often does, begin early in one's high school experience.

e. To prepare students for talking with the high school career guidance counselor or technician.

Materials

a. "How Do I Get Where I'm Going?"

b. "After High School - Training and Education"

Time

a. Allow at least 10 minutes for a variety of job traces.

b. Allow about 5 - 10 minutes to answer questions about apprenticeship, O.J.T. training, etc.

Procedure

a. Display "How Do I Get Where I'm Going" as a large wall chart where the entire class can see it or make it into a transparency and project it on an overhead.

b. Distribute a copy of the chart to each of the students.

c. Have the students select 3 jobs (either from preceding exercises or because they are simply curious).

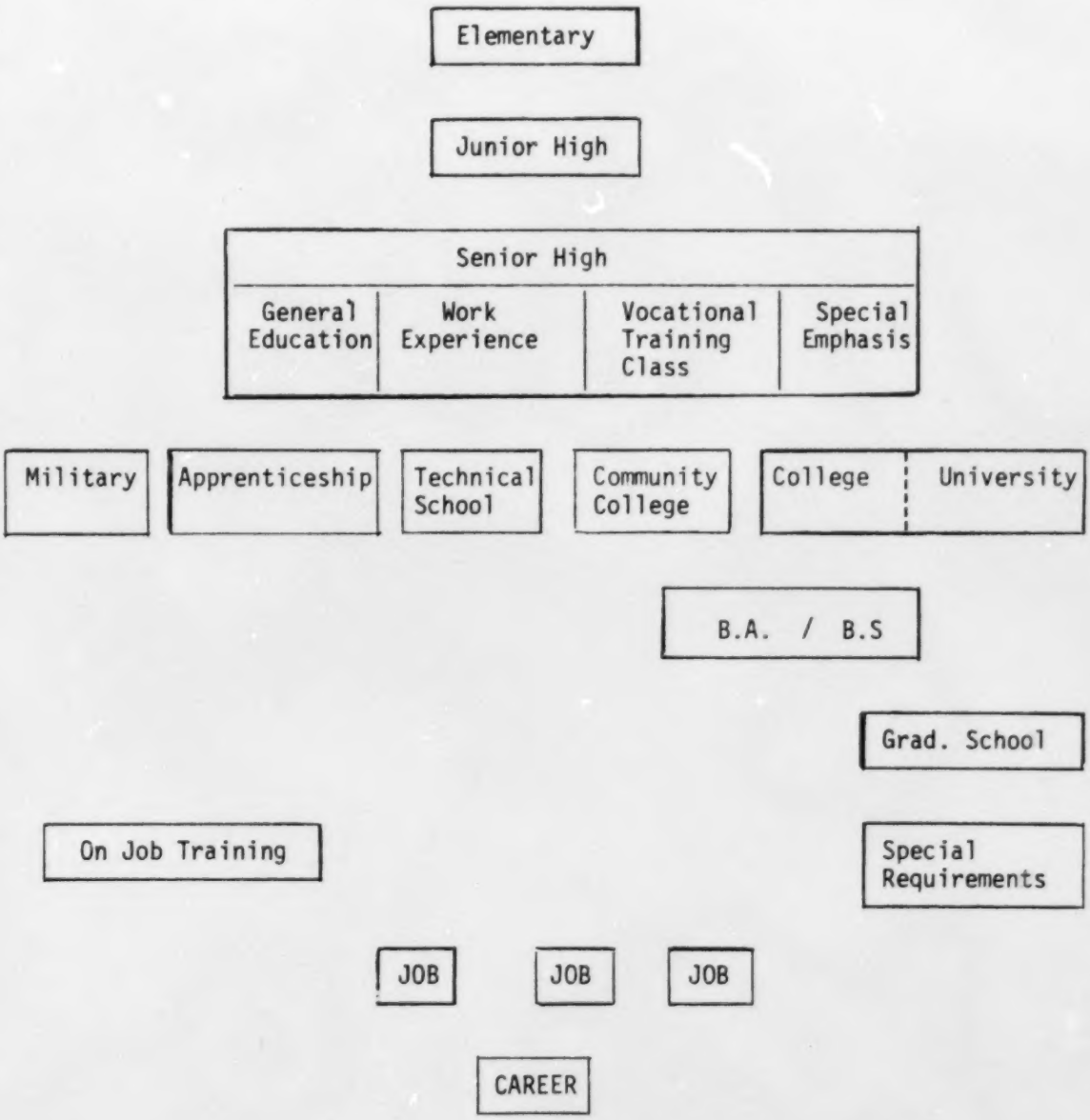
Have students trace the route they think one would have to follow to work at one of those jobs.

d. Trace several different types of jobs from student selection on the transparency or wall chart - particularly those which students are having difficulty tracing.

e. Suggest where students could get more information about jobs (ie, career center at school, guidance technician, people in the field, The Guide for Occupational Exploration, Occupational Outlook Handbook, Exploring Careers (all published by U.S. Government.)

f. Suggest that more information might be available from the high school career guidance technician when he/she comes to talk with the class on (the day) ___.

"HOW DO I GET WHERE I'M GOING"



AFTER HIGH SCHOOL - TRAINING AND EDUCATION

Sometimes you may get the feeling, from hearing people talk, that almost everybody gets a college education these days. That just isn't so. About half of those who graduate from high school do take some additional schooling of some kind, but not necessarily in college.

On-the-Job Training

Almost every job involves some sort of "learning by doing"--one of the major kinds of on-the-job training. Employers see to it that the people they hire have an opportunity to learn how to handle the jobs they were hired to do. This training takes many forms and can last from a few days to a year or more. Assemblers, for example, learn their skills from more experienced workers by helping and observing them and working under their supervision. Learning the job may take no more than a few hours. For other occupations, on-the-job training is more formal and includes classes in related subjects. Power truck operators, for example, take courses on safe driving that last several days. In some cases, on-the-job training continues for several years. Air traffic controllers take a 16-week course and then need 2 or 3 years of work experience before they are considered fully qualified to handle their jobs.

There are many occupations in which you can learn your job as you do it. You can train on the job for careers in the following clusters:

Agriculture, Forestry, and Fishery Occupations
Construction Occupations
Industrial Production Occupations
Mechanics and Repairers
Office Occupations
Service Occupations
Transportation Occupations

Apprenticeship

Apprenticeship is a way of learning a trade that combines on-the-job training and classroom instruction. Apprenticeship programs are sponsored by unions and employers. When you have completed your apprenticeship program--in 1 to 6 years--you are formally recognized as fully qualified in your trade.

As an apprentice you are taught by experienced workers. You learn your trade by helping them and working under their supervision. Your training covers all aspects of a trade. For example, apprentice auto mechanics don't just learn how to repair engines; they also learn how to diagnose engine problems and how to care for their tools. They study such subjects as shop safety practices and customer relations in a classroom or through home study. Often, classes are held at local high schools or vocational schools.

Every year, thousands of men and women learn to become auto mechanics, carpenters, bricklayers, electricians, machinists, plumbers, pipefitters, sheet-metal workers, and tool-and-die makers through apprenticeship programs. And these are only a few of the apprenticeable trades. Through apprenticeship, you can prepare for jobs in the following career clusters:

Construction Occupations
Industrial Production Occupations
Mechanics and Repairers
Service Occupations

Vocational and Technical Schools

Many types of schools offer vocational training courses to learn the skills you'll use on the job. You're probably familiar with your school system's vocational education program. This is one important source of vocational training. Others include trade schools, technical institutes, business schools, and correspondence or home study schools. In classes that last from several weeks to several years, these schools will teach you cosmetology or barbering, flying, business and office procedures, computer operating, medical assisting, fashion design, commercial art, automobile mechanics, locksmithing, radio and television broadcasting truckdriving, and many other skills.

Usually you'll practice--in the classroom--things you'll be expected to do at work. In business school, you might type, file, take shorthand, or keep books. In programs for health occupations you might operate medical equipment. You'll also study subjects that will help you on the job. In programs for mechanics and repairers you would take classes in blueprint reading and shop math.

When you complete your program, you'll receive a certificate of achievement. Although your employer may also want to give you some on-the-job training, you generally are ready to begin work once you finish a vocational program.

Vocational and technical schools provide the necessary preparation for jobs in the following career clusters:

Agriculture, Forestry, and Fishery Occupations
Health Occupations
Industrial Production Occupations
Mechanics and Repairers
Office Occupations
Performing Arts, Design, and Communications Occupations
Sales Occupations
Service Occupations
Transportation Occupations

Community and Junior Colleges

In community and junior colleges, you can prepare for a specific occupation. Depending on your curriculum, you may be able to begin work for a bachelor's degree. Although the typical program lasts 2 years or more and leads to an associate degree, a number of courses can be completed within 1 year.

By attending a community or junior college, you can prepare for employment as a computer service technician, a drafter, a surveyor, a forestry technician, a nurse, an emergency medical technician, a recreation leader, a secretary, a computer programmer, an automobile mechanic, or a welder. These are just a few of the areas in which these colleges offer job training! Community colleges have close ties with local business and industry and try to tailor their occupational training programs to the needs of the local area.

The course offerings and classes are similar to those in vocational and technical schools; you are taught the skills you need on the job.

These colleges offer programs that prepare you for jobs in the following career clusters:

Agriculture, Forestry, and Fishery Occupations
Construction Occupations
Health Occupations
Industrial Production Occupations
Mechanics and Repairers
Office Occupations
Performing Arts, Design, and Communications Occupations
Scientific and Technical Occupations
Service Occupations

College and Universities

In colleges and universities, you can get a bachelor's degree with a major in one or more subjects. Your major is the subject you specialize in, such as history, mathematics, biology, business administration, or accounting. Most bachelor's degree programs require 4 years, and training for such professions as law, medicine, theology, and social work requires several additional years. "Graduate" study (that is, courses toward a master's degree or PhD), is essential preparation for some occupations. And it helps your chances of getting ahead in many more.

By and large, college does not prepare you for one particular job--the way an apprenticeship does, for example. Instead, most undergraduate programs give you a foundation upon which any one of several careers can be built. In 4 years of college, you can expect to gain a basic knowledge of your field and to develop a certain intellectual discipline. You will learn to work with abstraction, to sharpen your analytical skills, and to develop

your writing and speaking skills. Very often, college graduates with a bachelor's degree start out in the world of work as trainees. They are regarded as beginners, people who have the basics but still have more learning to do. As they gain experience on the job or continue their schooling, they move ahead in their careers.

A bachelor's degree is necessary for many jobs in the following career clusters:

Agriculture, Forestry, and Fishery Occupations
Education Occupations
Health Occupations
Office Occupations
Performing Arts, Design, and Communications Occupations
Scientific and Technical Occupations
Social Scientists
Social Service Occupations.

Armed Forces

Another way to prepare for a job is to join the Armed Forces. The Armed Forces train people in most of the same occupations that civilians work in--cooks, clerks, secretaries, nurses, carpenters, mechanics, newspaper reporters, photographers, meteorologists, air traffic controllers, and many more. You can learn job skills and gain work experience while you're in the service and then, when you complete your tour of duty, use these skills to get a civilian job. Veterans' benefits can help you finance further training in a vocational or technical school, or in college. You may decide to make a career of military service.

"Personal Summary Chart"

#6 Career Unit Summary

Purpose

a. Student will synthesize and summarize the information they have gathered about themselves during this unit.

b. This summary should provide a brief, concise expression of students' current interests, activities and educational and career goals.

c. This summary will be given to the high school career technicians/counselors for use in meeting the students' needs during their freshman years.

Materials

a. "Personal Summary Chart"

b. All other completed activities from this entire program.

Time

15 minutes

Procedure

a. Instruct the students to fill in the "Personal Summary Chart" using information from the other activities in this unit.

b. Have the students review the chart to see if it seems to fit what they think about and want for themselves.

c. Share with the students that this information will be made available to the career technician at the high school in order to help students more fully during their high school years.

CAREER ACTIVITIES REPORT

Name: _____

Personal Summary Chart

High School: _____ Junior High _____

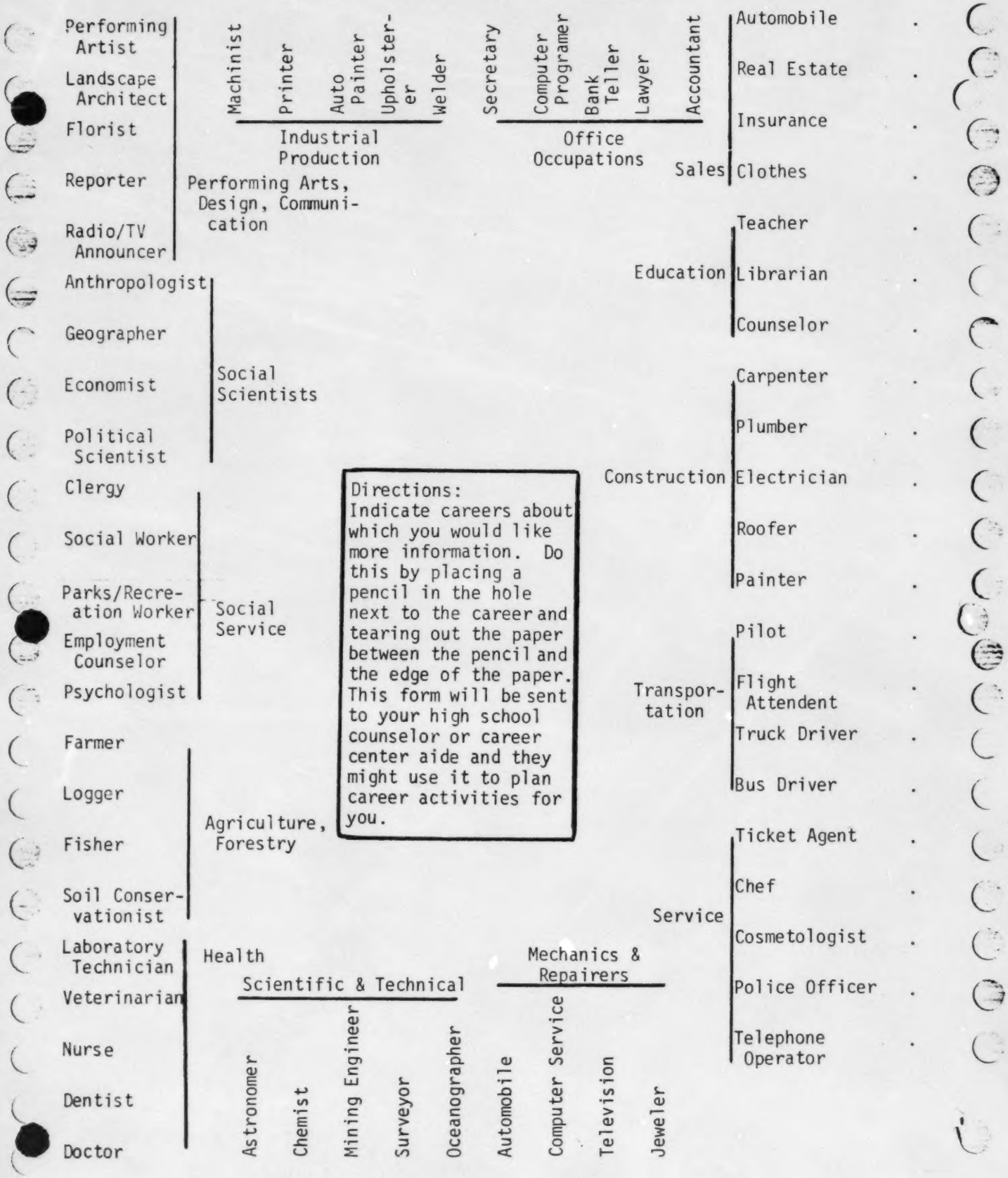
List the 3 activities you most like to do.

List 3 careers (or career areas) in which you think you might eventually want to work.

List 3 of your best skills/abilities.

Write anything you can think of that your high school guidance counselor could do to help meet your needs during high school.

List the general steps (educational/training) you plan to go through to attain your career/s.


Performing Artist
Landscape Architect
Florist
Reporter
Radio/TV Announcer
Performing Arts, Design, Communication
Machinist
Printer
Auto Painter
Upholsterer
Welder
Industrial Production
Secretary
Computer Programer
Bank Teller
Lawyer
Accountant
Office Occupations
Automobile
Real Estate
Insurance
Clothes
Sales
Anthropologist
Geographer
Economist
Political Scientist
Social Scientists
Teacher
Librarian
Counselor
Education
Clergy
Social Worker
Parks/Recreation Worker
Employment Counselor
Psychologist
Social Service
Carpenter
Plumber
Electrician
Roofer
Painter
Construction
Directions:
Indicate careers about which you would like more information. Do this by placing a pencil in the hole next to the career and tearing out the paper between the pencil and the edge of the paper. This form will be sent to your high school counselor or career center aide and they might use it to plan career activities for you.
Farmer
Logger
Fisher
Soil Conservationist
Agriculture, Forestry
Pilot
Flight Attendent
Truck Driver
Bus Driver
Transportation
Laboratory Technician
Veterinarian
Nurse
Dentist
Doctor
Health
Scientific & Technical
Astronomer
Chemist
Mining Engineer
Surveyor
Oceanographer
Mechanics & Repairers
Automobile
Computer Service
Television
Jeweler
Ticket Agent
Chef
Cosmetologist
Police Officer
Telephone Operator
Service

High School Career Guidance Technician Visit

#7 High School Career Guidance Technician Visit

Purpose

a. To have the technician/counselor share information about his/her services at the high school.

b. To provide another link between the junior and senior highs.

c. To respond to students' questions about the career center services and related programs at the high school.

Materials

Completed student career unit.

Time

One class period.

Procedure

a. Contact career technicians at one of the high schools and invite them to speak with your class.

b. Plan to have completed your career awareness unit prior to the arrival of the counselor/technician.

c. If the time is appropriate, provide the counselor/technician with the students' completed "Personal Summary Chart".

The purpose of this is to familiarize the counselor/technician with students and provide information useful in setting up career programs at the high school which will meet student needs.